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ABSTRACT

This study guide is designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) for reading specialists. Content objectives are stated for the areas of: (1) language development and reading readiness; (2) reading skills; (3) developmental reading instruction; (4) student assessment; (5) reading disabilities; and (6) program management. A reference list keyed to each of these content objectives is provided. (JD)

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# STUDY GUIDE FOR TCT FOR READING SPECIALIST

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
Division of Staff Development
1858 Twin Towers East
Atlanta, Georgia 30334
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Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

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Georgia Department of Education

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STUDY GUIDE FOR TCT FOR READING SPECIALIST

Georgia Teacher Certification Testing Program

Field 026: Reading Specialist

## INTRODUCTION

This Study Guide was specifically designed for persons preparing to take the Georgia Teacher Certification Test (TCT) in Reading. The Reading Specialist Test was developed by the National Evaluation System, Inc., and educators in the state of Georgia. The test covers six subareas: Language Development and Reading Readiness, Reading Skills, Developmental Reading Instruction, Assessment, Reading Disabilities, and Program Management.

This Study Guide covers five of these subareas (Reading Skills is not covered)* and has been organized by these subareas. Contained within this guide, examinees will find references keyed to each of the five test subareas.

This study guide contains:

1. A complete listing of objectives for all six subareas, and
2. A reference list keyed to each of the five covered subareas.

This listing of sources does not mean that all are needed to grasp a particular concept or meet a given objective. Some examinees will have better access to certain sources than to other sources. Additionally, in some cases several subareas have been referenced to the same readings because those readings cover several topics. The references given are suggested references only and are not intended to be an exhaustive listing.



* Examinees desiring assistance with the subarea "Reading Skills" should consult their college/university counseling/reading center.

In addition to the content objectives and references that will follow, you should be aware that:

1. The TCT items are multiple choice with four possible answers.
2. There are no penalities for guessing when unsure of an answer.
3. While examinees are given 3 1/2 hours of actual test time, they may request up to an additional hour if needed.
4. In order to pass the TCT one does not have to pass each subarea. Your total score is determined by the number of correct answers.

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:


Flippo, Rona F. 1983. Testwiseness. Rehoboth, MA: Twin Oaks Publishing.

Millman, Jason, & Pauk, Walter. 1969. How to take tests. New York: McGraw Hill.

Pauk, Walter. 1974. How to study in college. 2nd ed. Boston: Houghton Mifflin.

Preston, Ralph C., & Botel, Morton. 1974. How to study. Chicago: SRA.

Raygor, Alton A., & Wark, D. M. 1970. Systems for study. New York: McGraw-Hill.

Georgia Teacher Certification Testing Program:

FIELD 026: READING SPECIALIST

OBJECTIVES

## I. LANGUAGE DEVELOPMENT AND READING READINESS

Demonstrate an understanding of basic principles of phonology as they apply to language development.

Demonstrate an understanding of basic principles of morphology as they apply to language development.

Demonstrate an understanding of basic principles of semantics as they apply to language development.

Demonstrate an understanding of basic principles of syntax as they apply to language development.

Analyze the relationship between a child's psychomotor skills and reading readiness.

Analyze the relationship between a child's linguistic awareness and reading readiness.

Demonstrate an understanding of the relationship between a child's auditory and/or visual perception skills and reading readiness.

Demonstrate an understanding of the relationship between a child's auditory and/or visual discrimination skills and reading readiness.

Demonstrate an understanding of the relationship between a child's auditory and/or visual memory skills and reading readiness.

Demonstrate an understanding of the relationship between a child's oral communication skills and reading readiness.

Demonstrate an understanding of the relationship between a child's concept awareness and reading readiness.

Demonstrate an understanding of the relationship between a child's vocabulary skills and reading readiness.

Demonstrate an understanding of the influence of sociocultural factors on a student's reading readiness.

Demonstrate an understanding of the influence of emotional development on a student's reading readiness.

Demonstrate an understanding of the influence of interest and/or motivation on a student's reading readiness.

Demonstrate an understanding of the influence of health and/or physical development on a student's reading readiness.

Demonstrate an understanding of the influence of concept development on a student's reading readiness.

## II. READING SKILLS

Identify phonetic characteristics in a given word (e.g., consonants, vowels, blends, digraphs, diphthongs).

Identify structural characteristics in a given word (e.g., affixes, root words, compound words, contractions, syllables).

Identify common sight words and/or their characteristics.

Identify the synonym, antonym, or homonym of a given word.

Identify the meaning of a multiple-meaning word or the denotation or connotation of a word in a given context.

Identify word meaning using contextual analysis.

Use an excerpt from a dictionary to identify word meaning.

Identify the stated main idea of a given passage.

Identify facts and/or details based on information in a given passage.

Identify sequential relationships based on stated information in a given passage.

Identify cause and effect relationships based on stated information in a given passage.

Demonstrate an understanding of the effect of punctuation or capitalization on the interpretation of a given passage.

Identify the implied main idea in a given passage.

Predict the outcome of a given passage.

Identify implied sequential relationships in a given passage.

Identify implied cause and effect relationships in a given passage.

Draw conclusions from a given passage.

Distinguish between fact and opinion in a given passage.

Distinguish between relevant and irrelevant information in a given passage.

Draw appropriate generalizations from a given passage.

Make appropriate judgments (e.g., validity of information) from a given passage.

Identify the author's purpose in a given passage.

Follow a given set of directions.

Interpret graphic and/or tabular aids.

Identify types or purposes of references sources (e.g., dictionary, thesaurus, encyclopedia).

## III. DEVELOPMENTAL READING INSTRUCTION

Demonstrate an understanding of the basal approach to teaching reading.

Demonstrate an understanding of the language experience approach to teaching reading.

Demonstrate an understanding of the skills management systems approach to teaching reading.

Demonstrate an understanding of the phonics emphasis approach to teaching reading.

Demonstrate an understanding of the individualized reading approach (as differentiated from individualized instruction).

Demonstrate an understanding of the use of an eclectic approach to teaching reading.

Demonstrate an understanding of techniques used to adapt instruction to accommodate differing language patterns or the effect on instruction of teacher attitudes toward differing language patterns.

Identify techniques for developing a student's understanding of phonetic and/or structural principles or elements.

Identify techniques for increasing a student's sight vocabulary.

Identify techniques for developing a student's use of context clues for word recognition.

Identify techniques for developing a student's use of a dictionary for word recognition.

Identify techniques for developing a student's use of context clues for vocabulary meaning.

Identify techniques for developing a student's use of a dictionary for vocabulary meaning.

Identify techniques for developing a student's understanding of synonyms, antonyms, and/or homonyms.

Identify techniques for developing a student's understanding of the multiple meanings, denotations, or connotations of words.

Identify techniques for developing a student's comprehension of the stated main idea in printed material.

Identify techniques for developing a student's comprehension of facts and details in printed material.

Identify techniques for developing a student's comprehension of stated sequential relationships in printed material.

Identify techniques for developing a student's comprehension of stated cause and effect relationships in printed material.

Identify techniques for developing a student's interpretation of punctuation and/or capitalization in printed material.

Identify techniques for developing a student's comprehension of the implied main idea in printed material.

Identify techniques for developing a student's ability to predict outcomes from written material.

Identify techniques for developing a student's comprehension of implied sequential relationships in written material.

Identify techniques for developing a student's comprehension of implied causal relationships in written material.

Identify techniques for developing a student's ability to draw conclusions from written material.

Identify techniques for developing a student's ability to distinguish fact from opinion.

Identify techniques for developing a student's ability to make generalizations.

Identify techniques for developing a student's ability to make judgments.

Identify techniques for developing a student's literary appreciation through recreational reading.

Identify techniques for developing a student's reading skills in a given content area (e.g., specialized vocabulary, graphic and tabular aids, following directions).

Identify techniques for developing a student's listening skills (e.g., recall, following directions, obtaining information, notetaking).

## IV ASSESSMENT

Identify characteristics and/or uses of standardized readiness tests.

Identify characteristics and/or uses of standardized achievement tests.

Identify characteristics and/or uses of standardized diagnostic tests.

Identify characteristics and/or uses of informal attitude or interest measures.

Identify characteristics and/or uses of cloze instruments, informal reading inventories, or miscue analysis.

Identify characteristics and/or uses of observation techniques in informal reading assessment.

Demonstrate an understanding of the concepts of validity and/or reliability as they apply to test instruments.

Distinguish between the characteristics and/or uses of norm-referenced and criterion-referenced tests.

Select the appropriate test instrument or assessment method for a given purpose.

Interpret given assessment results.

Identify appropriate applications of assessment results.

V. READING DISABILITIES

Identify physical causes of reading disabilities.

Identify educational causes of reading disabilities.

Identify psychological or emotional causes of reading disabilities.

Identify intellectual causes of reading disabilities.

Demonstrate an understanding of observation or referral procedures in diagnosing reading disabilities.

Demonstrate an understanding of the uses of visual and/or auditory screenings to diagnose reading disabilities.

Demonstrate an understanding of the uses of vocabulary tests to diagnose reading disabilities.

Identify techniques for determining a student's reading performance (independent, instructional, frustration, potential levels).

Identify criteria and/or procedures used to select students for remedial reading instruction.

Identify major considerations in scheduling students for remedial reading instruction.

Identify activities and/or techniques appropriate for individual remedial instruction.

Identify activities and/or techniques appropriate for group remedial instruction.

Identify strategies for increasing student motivation.

Identify strategies for integrating remedial reading activities within regular classroom activities.

Identify methods for monitoring and/or recording student progress within a remedial reading program.

Demonstrate an understanding of purposes of and/or procedures for communicating with related specialists and/or outside agencies regarding a student in a remedial reading program.

Identify types and/or functions of materials or equipment used in remedial reading activities.

## VI PROGRAM MANAGEMENT

Identify activities and/or materials appropriate for the developmental reading component of the total reading program.

Identify activities and/or materials appropriate for the remedial component of the total reading program.

Identify activities and/or materials appropriate for the enrichment component of the total reading program.

Identify techniques for promoting interaction between the reading specialist and students and/or parents.

Identify techniques for promoting interaction between the reading specialist and classroom teachers, administrators, and/or support staff.

Identify goals and/or objectives of a comprehensive reading curriculum.

Demonstrate an understanding of methods of evaluating reading programs.

Demonstrate an understanding of the processes involved in modifying a reading program using evaluation results.

Demonstrate an understanding of considerations involved in planning a schedule for a reading program.

Identify criteria used in the placement of students within a reading program.

Demonstrate an understanding of considerations involved in planning instructional activities within a reading program.

Demonstrate an understanding of major provisions (e.g., IEPs) of the Education of the Handicapped Act (Public Law 94-142).

Identify criteria for selecting printed materials appropriate for reading instruction and/or procedures for thier use.

Identify criteria for selecting nonprint materials appropriate for reading instruction and/or procedures for their use.

Demonstrate an understanding of procedures used to determine the readability level of printed materials.

Identify criteria for selecting literature appropriate for elementary, middle, or secondary school students and/or procedures for their use.

Identify professional organizations, publications, and/or continuing education opportunities relevant to reading specialists.

SUBAREAS

I LANGUAGE DEVELOPMENT AND READING READINESS
III DEVELOPMENTAL READING INSTRUCTION
IV ASSESSMENT
V READING DISABILITIES
VI PROGRAM MANAGEMENT

| SUBAREAS RECOMMENDATIONS | | | | | |
|---|---|---|---|---|---|
| I | III | IV | V | VI | |
| X | X | | | X | Alexander, J. Estill. General Fricon. 1983. Teaching reading. 2nd. ed. Boston: Little Brown and Company. |
| | | X | X | X | Bond, Guy L.; Tinker, Miles L.; and Wasson, Barbara B. 1979. Reading Difficulties their diagnosis and correction. 4th ed. Englewood Cliffs, New Jersey: Prentice Hall. |
| X | X | | | X | Burns, Paul C.; and Roe, Betty. 1980. Teaching reading in today's elementary schools. 2nd ed. Boston: Houghton Mifflin. |
| X | X | X | | X | Dechant, Emerald V. 1982. Improving the teaching of reading. 3rd ed. Englewood Cliffs, New Jersey: Prentice-Hall. |
| X | | | | X | Durkin, Doloris. 1980. Teaching young children to read. 3rd ed. Boston: Allyn and Bacon. |
| X | X | | | X | Durkin, Doloris. 1983. Teaching them to read. 4th ed. Boston: Allyn and Bacon. |
| | | X | X | | Ekwall, Eldon E.; and Shanker, James L. 1983. Diagnosis and Remediation of the disabled reader. 2nd ed. Boston: Allyn and Bacon. |
| X | X | | | | Hall, MaryAnne. 1981. Teaching reading as a language experience. 3rd. ed. Columbus, Ohio: Charles E. Merrill. |
| X | X | | | X | Hall, MaryAnne; Ribouich, Jerilyn K.; and Ramig, Christopher J. 1979. Reading and the elementary school child. 2nd. ed. New York: D. Van Nostrand. |
| | | X | X | | Harris, Albert J.; and Sipay, Edward R. 1980. How to increase reading ability. 7th ed. New York: Longman. |
| X | X | | | X | Lamb. Pose; and Arnold, Richard. 1980. Reading: Foundations and instructional strategies. 2nd ed. Belmont, Calif.: Wadsworth. |
| X | | | | | Mason, George. 1981. A primer on teaching reading. Itasca, IL: Peacock. |
| X | X | | | X | Otto, Wayne; Rude, Robert; and Spiegel, Dixie Lee. 1979. How to teach reading. Massachusetts: Addison-Wesley. |
| | | X | X | X | Rubley, William H.; and Blair, Timothy R. 1983. Reading Diagnosis and remediation: Classroom and clinic. 2nd. ed. Boston: Houghton Mifflin. |
| | | X | X | | Tierney, Robert J.; Readance, John E.; and Dishner, Ernest K. 1980. Reading strategies and practices: Guide for improving instruction. Boston: Allyn and Bacon. |